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ABSTRACT

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the nursery school teacher aide occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page: science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: maintaining supplies and equipment; preparing food; assisting children with routines; preparing art materials; assisting with clerical duties; directing or assisting with activities; assisting in the planning of activities and programs; assisting with inventory; and working with parents. (BP)

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Occupational Analysis

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NURSERY SCHOOL TEACHER AIDE

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Instructional Materials Laboratory
Trade and Industrial Education
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AN ANALYSIS OF THE NURSERY SCHOOL TEACHER AIDE OCCUPATION

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TABLE OF CONTENTS

Foreword	v
Preface	vii
Acknowledgement	ix
Job Description.	xi
Duties	
A Maintaining Supplies and Equipment	1
B Preparing Food	11
C Assisting Children with Routines	39
D Preparing Art Materials	53
E Assisting with Clerical Duties	63
F Directing or Assisting with Activities	71
G Assisting in the Planning of Activities and Programs	99
H Assisting with Inventory	117
I Working with Parents	123

FOREWARD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified; tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures, as well as identifying specific supporting skills and knowledge in the academic subject areas.

PREFACE

Nursery School Aides must be involved with developing the child as a whole. They must have the skills, knowledge, and understanding to guide preschoolers. Therefore, most of the tasks which have been analyzed are the ones most frequently performed with preschoolers. No administrating tasks have been included.

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JOB DESCRIPTION

A Nursery Teacher Aide maintains supplies and equipment, arranges and rearranges play areas; plans and prepares food, serves and cleans up; assists children with routines, supervises rest time and bathroom procedures; prepares and stores art materials; assists with clerical duties, greets guests, answers the telephone and takes messages; directs or assists with activities, reads stories, teaches music, supervise free play; assists in planning activities and programs, evaluates plans and changes them when necessary; assists with inventory; works with parents and communicates with parents about children and program.

Duty A Maintaining Supplies and Equipment

- 1 Arrange and rearrange play areas
- 2 Set up and arrange beds
- 3 Wash toys and equipment
- 4 Maintain pets
- 5 Dispose of wastes

(TASK STATEMENT) Arrange and rearrange play areas

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Play equipment Storage equipment Tables and chairs Room dividers</p>	<p>Arrange play areas according to planned activities</p>	<p>Safety: Adequate place for movement Safe storage Non-hazardous supplies and equipment Hazard: Personal injury</p>
<p>DECISIONS Determine appropriate spatial arrangement for each activity Determine specific play equipment to be used for each activity</p>	<p>CUES Individual needs Group needs</p>	<p>ERRORS Behavior problems</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Simple machines used to gain mechanical advantage</p> <p>Inertia and momentum (rest and body in motion) Effects of friction on work processes and product quality</p> <p>Behavioral: Exhibit qualities of adaptability, Grant appropriate regard for child's personal space, Grant appropriate regard for child's unique needs, Communicate pride in establishment, Conscious awareness of the need for a balance between tension and relaxation relating to comfort, caution, safety, physical, emotional and intellectual health</p>	<p>Whole numbers</p> <p>Use of numbers (without calculation) Counting, coordinate system, ordering, coding [grouping] Guess and check method [estimate] Knowledge of geometric relationships, symmetry, congruence, similarity, parallel, perpendicular [arranging]</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Viewing</p>	<p><u>EXAMPLES</u></p> <p>Spatial arrangement</p>
<p><u>SKILLS/CONCEPTS</u></p> <p>Visual analysis Detail and inference Color discrimination</p>	

(TASK STATEMENT) Set up and arrange beds

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Cots Blanket Toy or book	Select appropriate place for beds. Unfold beds Arrange beds for child needs (to learn name and place of bed)	Safety Handle beds with precaution when folding and unfolding Hazard Injuring fingers
<u>DECISIONS</u> Determine space between beds Determine the time Determine the correct unfolding of beds Determine temperature of room	<u>CUES</u> Consider individual comforts Time schedule	<u>ERRORS</u> Poor arrangement of beds Illness Waste

ASK STATEMENT) Set up and arrange beds

SCIENCE	MATH - NUMBER SYSTEMS
Maintain privacy (if necessary) avoid excessive noise or movement Grant appropriate personal space	Use of Numbers: Counting
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Viewing	Spatial arrangement
<u>SKILLS/CONCEPTS</u>	
Visual analysis	

(TASK STATEMENT) Maintain pets

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Cages and containers Food and water and dishes Sanitary floor covering	Read brochure on "Care of Animals" Handle animal Clean cage or container Feed animal Instruct children on proper care	<p>Safety: Proper techniques of handling animal Adequate sanitation Health rules regulating pets in school</p> <p>Hazard: Injuries to animal Illness of children</p>
<p><u>DECISIONS</u></p> <p>Determine frequency of care Determine amount of food Determine which children can assist</p>	<p><u>CUES</u></p> <p>Condition of cage Condition of animal Eagerness of child</p>	<p><u>ERRORS</u></p> <p>Death or illness of animal</p>

SCIENCE	MATH – NUMBER SYSTEMS
<p>General: Biology</p> <p>Behavioral: Grant conscious attention to smoothly flowing team work Maintain capacity to perceive quickly integrate and function well in the face of expected and unexpected situational variables</p>	<p>Set of Real Numbers: Whole numbers Measurement: Non-geometric Liquid Dry (food)</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking Reading Listening Viewing Touching</p>	<p><u>EXAMPLES</u></p> <p>Instructions Comprehend instructions Animals and children's auditory cues Observe child/animal behavior Handling animals</p> <p><u>SKILLS/CONCEPTS</u></p> <p>General vocabulary, gestures, facial and body features Process report instructions Concentration, word definition, noise discrimination Visual analysis, describing Texture, temperature, size and shape</p>

(TASK STATEMENT) Dispose of wastes

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Garbage cans Garbage bags Garbage disposal Container for burning Cloth</p>	<p>Collect garbage Sort garbage Package wastes Clean-up (grease areas)</p>	<p>Safety: Use precaution using garbage disposer Proper handling and disposing of cans etc Hazard: Cuts Dirty hands</p>
<p><u>DECISIONS</u> Determine ways of eradicating waste Determine correct sorting Determine if areas need cleaning Determine the kind of waste</p>	<p><u>CUES</u> Consider other people's needs</p>	<p><u>ERRORS</u> Obnoxious odor Unbecoming appearance</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>General Science: Simple machines used to gain mechanical advantage</p> <p>Behavioral: Exhibit capacity to ascertain personal qualities (skills, knowledge)</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading Viewing</p>	<p><u>EXAMPLES</u></p> <p>Comprehend instructions Receive visual cue</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension Visual analysis, logic, describing</p>

Duty B Preparing Food

- 1 Plan meals and snacks
- 2 Plan food for special occasions
- 3 Prepare snacks
- 4 Prepare meals
- 5 Prepare cake for special occasion
- 6 Prepare fruit punch for special occasion
- 7 Assist children during special occasion
- 8 Serve foods for special occasion
- 9 Prepare room for special occasion
- 10 Clear away food
- 11 Wash dishes
- 12 Set table
- 13 Serve food

(TASK STATEMENT) Plan meals and snacks

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Notebook Pencils Samples of menus and other materials (foods)</p>	<p>Select foods Choose utensils Compose menus</p>	
<p><u>DECISIONS</u></p> <p>Determine food value Determine food calories Determine when to plan meals and snacks Determine special diets Determine food on hand Determine the weather Determine amount of money</p>	<p><u>CUES</u></p> <p>Family likes and dislikes Time schedule</p>	<p><u>ERRORS</u></p> <p>Over weight Waste</p>

SCIENCE		MATH - NUMBER SYSTEMS
Behavioral: Exhibit capacity to use imagination Maintain capacity to foster cooperation Exhibit qualities of self-confidence	Uses of Numbers: (without calculation) Counting Ratio	
	COMMUNICATIONS	
<u>PERFORMANCE MODES</u> Reading Writing	<u>EXAMPLES</u> Comprehend menus Note taking	<u>SKILLS/CONCEPTS</u> Comprehension, definition Penmanship, spelling, logic

(TASK STATEMENT) Plan food for special occasions

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Hot and cold insulated bags and chest</p> <p>Trays</p> <p>Grills</p> <p>Plates-bowls</p> <p>Silverware</p> <p>Cups</p> <p>Containers for serving</p> <p>Paper towels</p> <p>Napkins</p> <p>Thermos bottles</p> <p>Picnic basket</p> <p>Stove</p> <p>Ingredients</p> <p>Foods</p> <p>Magazines, books</p> <p>Recipes</p>	<p>Decide special occasion foods</p> <p>Select equipment needed</p> <p>Plan grocery list</p>	<p>Safety:</p> <p>Precaution: non-breakable dishes</p> <p>Hazard:</p> <p>Illness, cuts</p>
<p><u>DECISIONS</u></p> <p>Determine amount of money</p> <p>Determine the kind of menu used</p> <p>Determine the kinds of foods</p> <p>Determine the amount of serving</p> <p>Determine the time of serving</p> <p>Determine how to serve</p> <p>Determine the people one can accommodate</p> <p>Determine food on hand</p>	<p><u>CUES</u></p> <p>Time schedule</p> <p>Interest of group</p> <p>Use imagination</p> <p>Attractive and satisfying</p> <p>Season/occasion</p>	<p><u>ERRORS</u></p> <p>Waste</p> <p>No fun</p> <p>Not surprised</p> <p>Unhappiness</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral: Maintain child's illusion of privacy by avoiding excessive noise or movement, Grant appropriate regard for person's personal space, Grant conscious attention to smoothly flowing team work, Grant appropriate regard for child's unique needs, Conscious awareness of the need for comfort caution safety, physical, emotional and intellectual health</p>	<p>Use of Numbers: (without calculations) Recording Measurement: Non-geometric Time/calendar Money/interest</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Comprehend menus</p> <p>Note-taking</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, physical experiment report</p> <p>Penmanship, spelling, clarity of expression, concentration, note taking</p>

(TASK STATEMENT) Prepare snacks

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Utensils (cooking)</p> <p>Pans</p> <p>Knives</p> <p>Skillets</p> <p>Mixing bowls and spoons</p> <p>Ingredients:</p> <p>Foods that contain the Basic Four</p> <p>Fruit</p> <p>Vegetables</p> <p>Meats</p> <p>Bread and cereals</p> <p>Vegetable tools for cleaning</p> <p>Brush</p> <p>Grater</p>	<p>Check menu</p> <p>Pre-heat oven (if used)</p> <p>Collect materials used (ingredients, food, utensils)</p> <p>Prepare foods</p>	<p>Safety:</p> <p>Proper handling of sharp objects</p> <p>Proper handling of utensils on stove</p> <p>Hazards:</p> <p>Injury, burns</p>
<p><u>DECISIONS</u></p> <p>Determine nutritional value</p> <p>Determine proportion of food</p> <p>Determine time you have to prepare snack</p> <p>Determine simplicity of snack</p> <p>Determine money required</p> <p>Determine time of day to serve</p>	<p><u>CUES</u></p> <p>Attractively served</p> <p>Taste of the snack</p> <p>Time schedule</p>	<p><u>ERRORS</u></p> <p>Loss appetite</p> <p>Waste</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral: Grant appropriate regard for children's unique needs. Grant conscious attention to smoothly flowing team work Conscious awareness of the needs for safety, comfort and caution Conscious awareness of qualities basic to optimal mental performance: attention, concentration, organization</p>	<p>Use of Numbers: (without calculation) Visual approximation of measurement Recording</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u> Reading Viewing Touching</p>	<p><u>EXAMPLES</u> Comprehend menu Observe food Food</p> <p><u>SKILLS/CONCEPTS</u> Comprehension Visual analysis, memory, logic Temperature, shape, texture, discrimination</p>

(TASK STATEMENT) Prepare meals

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Rubber spatula Pans-double boiler Mixing bowls Veg. stable peeler Cookie sheet Food Seasonings Aluminum foil Pot holders Cutting board Knife set Muffin tins	Check menu Select foods Pre-heat oven Cook food	Safety: Precaution-turn pan handles Hazard: Scald
DECISIONS	CUES	ERRORS
Determine good food preparation Determine good nutrition Determine pre-preparation Determine how food should be served Determine number of persons to be served	Dislike Good habits Time schedule	Waste Lack understanding of food values Overanxious

SCIENCE		MATH - NUMBER SYSTEMS
Behavioral: Exhibit qualities of tact, poise, consideration, graciousness and imagination Grant appropriate regard for child's unique needs Conscious awareness of qualities basic to optimal mental performance: Concentration, mental alertness, organization		Use of Numbers: (without calculation) Measurements Recording
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading Writing Touching	Comprehend menu Note-taking Receive tactile messages	Comprehension, speed/rate Penmanship, spelling, logic Temperature, shape, texture, discrimination

(TASK STATEMENT) Prepare cake for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Stove (electric) Electric mixer Cake pan Mixing utensils Shortening Eggs Cake mix Frosting mix Decorations Serving dishes (paper)	Mix cake following directions Decorate cake Serve cake Clean up	Safety: Turn off oven Available fire extinguisher Personal allergies Hazard: Possible burns Possible health side-effect
<u>DECISIONS</u> Determine kind of cake Determine size of serving	<u>CUES</u> Individual tastes Partial "empty calorie"	<u>ERRORS</u> Waste Lack of necessary nutrients

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Transfer of heat from one body to another Effects of heat on food Nutrition of food Use of electricity in preparing food Spoilage of food Behavioral: Conscious awareness of qualities basic to optimal mental performance: Organization, and mental clarity Maintain capacity to foster cooperation capacity to perceive, quickly integrate, and function well in the face of unexpected situation variables</p>	<p>Set of Real Numbers: Whole numbers Measurement: Non-geometric Time/calendar Temperature Liquid Dry</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Reading Viewing	Comprehend instruction Observe cake
<u>SKILLS/CONCEPTS</u>	
Process, instruction Color discrimination, visual analysis	

(TASK STATEMENT) Prepare fruit punch for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Punch bowl and ladle Cups-paper Ingredients Measuring tools	Mix punch following directions Pour punch Clean up	Safety: No additives or preservatives in punch Allergic reactions Elimination of ice cubes (choking) Avoid spillage Proper handling and disposal of materials Hazards: Possible side-effects Possible choking Possible injury
<u>DECISIONS</u> Determine source of material Determine kinds of material Determine amounts of material Determine how and when to serve	<u>CUES</u> Individual taste Anxiety Child's hunger	<u>ERRORS</u> Failure to meet nutritional requirements Spillage

SCIENCE	MATH - NUMBER SYSTEMS
<p>General:</p> <p>Chemical changes of ingredients</p> <p>Temperature change of liquid</p> <p>Condensation</p> <p>Color changes</p> <p>Nutritional value</p> <p>Behavioral:</p> <p>Grant conscious awareness of qualities basic to optimal mental performance: Organization and mental clarity</p> <p>Maintain capacity to foster cooperation, Maintain self-control, composure and flexibility, in time-scheduled activities</p>	<p>Set of Real numbers:</p> <p>Rationals</p> <p>Measurement: Non-geometric</p> <p>Time/calendar</p> <p>Money/interest</p> <p>Temperature</p> <p>Weight</p> <p>Liquid</p> <p>Dry</p> <p>Speed (Example: feet per minute, R.P. M., etc.)</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Viewing</p>	<p><u>EXAMPLES</u></p> <p>Directions</p> <p>Receiving visual cues</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, definition, terminology</p> <p>Color discrimination, visual analysis</p>

(TASK STATEMENT) Assist children during special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Additional cake and/or punch Extra napkins	Serve "seconds" if needed Talk and listening to children Sing appropriate song	Safety: Maintain order Hazard: Personal injury
<p><u>DECISIONS</u></p> <p>Determine orderly conversation Determine time to sing song Determine time to terminate activities</p>	<p><u>CUES</u></p> <p>Attention-seeking Restlessness</p>	<p><u>ERRORS</u></p> <p>Unruly behavior</p>

ASK STATEMENT: Assist children during special occasion		MATH – NUMBER SYSTEMS
SCIENCE	Behavioral: Foster self-esteem Alleviate anxiety Foster appreciation of special events Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables (Children's special expectations)	
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking Listening Viewing	Give Instructions Songs Group interaction	Clarity of expression, gestures Discrimination, fact from non-fact, concentration, noise discrimination Visual analysis

(TASK STATEMENT) Serve foods for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cake and punch Napkins Utensils	Put individual servings on table Place napkins Clean-up after eating	Safety: Avoid spillage Proper seating Hazard: Possible injury
<u>DECISIONS</u> Determine time to serve Determine order for serving	<u>CUES</u> Readiness to eat Readiness to complete	<u>ERRORS</u> Child not ready

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Digestion of food</p> <p>Behavioral: Exhibit qualities of self-confidence and composure Show appropriate regard for child's unique needs Maintain conscious awareness of physical expressions basic to peak physical performance: body balance and posture</p>	<p>Use of Numbers:(without calculation) Counting Set of real numbers: Whole Numbers</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Listening Speaking Viewing</p>	<p><u>EXAMPLES</u></p> <p>Requests/Instructions Giving instructions-conversation Group Instruction</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Auditory/Discrimination Gestures, general vocabulary Visual analysis, detail and inference</p>

(TASK STATEMENT) Prepare room for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Art supplies: Construction paper Tissue paper Scissors Paste Pins and tacks Tape Colored markers Ladder	Follow directions for specific decoration Put up decorations Clean-up	Safety: Inflammable decorations Proper use of ladder Proper regard for tacks Correct carriage and replacement of scissors Hazard: Possible fire Possible injury
<u>DECISIONS</u> Determine type of decoration Determine proper arrangement Determine working time Determine time for removal	<u>CUES</u> Pleasing and appropriate Secured properly	<u>ERRORS</u> Unattractiveness Insecurely attached

SCIENCE	MATH – NUMBER SYSTEMS
<p>General: Adhesion Action of machine</p> <p>Behavioral: Grant conscious attention to smoothly flowing team work, Exhibit quality of imagination, Maintain capacity to function efficiently when encountering changing personal variables</p>	<p>Set of Real numbers: Rationals Measurement: Geometric Linear (Example: inches, feet, yard, etc.)</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading Viewing</p>	<p><u>EXAMPLES</u></p> <p>Comprehend instruction Room arrangement</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension Color discrimination, visual analysis, detail and inference</p>

(TASK STATEMENT) Clear away food

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Trays Pot holder Covered dishes Spoons Refrigeration</p>	<p>Scrape dishes Remove food particles Store food</p>	<p>Safety: Avoid spoilage Hazard: Illness</p>
<p><u>DECISIONS</u></p> <p>Determine kind of container for food Determine where to store in the refrigerator</p>	<p><u>CUES</u></p> <p>Correct timing</p>	<p><u>ERRORS</u></p> <p>Behavioral problem</p>

SCIENCE		MATH - NUMBER SYSTEMS	
<p>Behavioral:</p> <p>Conscious awareness of qualities basic to optimal mental performance: Attention, organization, mental alertness</p> <p>Conscious awareness of physical expression basic to peak physical performances, Body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p>			
COMMUNICATIONS			
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS	
Listening Viewing Touching	Receiving instructions/ requests Areas to be cleared Surfaces	Auditory discrimination, concentration, noise discrimination, logic Visual analysis, memory, detail and inference Temperature, feel, shape, size discrimination	

(TASK STATEMENT) Wash dishes

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Towels (are unsanitary) Dish cloths etc. Detergent Purex Drainer Dish pans Dish washer	Prepare hot soapy water Prepare rinse water (Hot) add a few drops of purex Wash in order: glasses, silverware, plates, utensils Drain dishes (or dry) Put dishes away	Safety: Avoid high temperature water Fear using large amounts of purex Hazard: Burns Allergy, sickness
<u>DECISIONS</u> Determine amount of detergent Determine the use of sanitation Determine the method of removing food particles from utensils	<u>CUES</u> Clean dishes Crack dishes	<u>ERRORS</u> Upset stomach (illness) Poor appearance of dishes

TASK STATEMENT Wash dishes

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral: Maintain regard for differing views on maximum efficiency of the operation, Exhibit capacity to ascertain best service for the particular party type requested, Conscious awareness of need for: Caution and safety</p>	<p>Use of Numbers: (without calculation) Measurement</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Viewing	Visual cues
<u>SKILLS/CONCEPTS</u>	
Memory, logic, detail and inference (feeling), recognition of symbols, codes, emblems.	

(TASK STATEMENT) Set tables

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Flatware-fork, knives, spoons China-plates, cups, saucers Table linen-placemat, table cloth Centerpiece (flowers)	Refer to menu Select covers (place setting) Prepare table	Safety: Avoid sharp objects Avoid cracked dishes Hazard: Wounds, cuts
<u>DECISIONS</u> Determine pieces of silverware Determine space for each person Determine placement of silverware Determine number of persons	<u>CUES</u> Comfort needed	<u>ERRORS</u> Discourage eating

SCIENCE		MATH - NUMBER SYSTEMS
Behavioral: Grant appropriate regard for personal space Grant appropriate regard for unique needs Conscious awareness of the need for a balance relates to: Comfort, caution, safety		Use of Numbers: (without calculation) Counting
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing Touching	Aesthetic arrangement Receive tactile message	Visual analysis, memory, describing, logic, color discrimination Size, texture, feel

(TASK STATEMENT) Serve food

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Napkins Serving cart or trays Serving utensils Spoons Forks Ladles Potheolders Spatulas Counter space for hot foods	Select form of service Choose serving utensils Place food on the table	Safety: Avoid, spills, break or drop things Hazards: Falls Injury
<u>DECISIONS</u> Determine the number of serving pieces Determine menu served Determine the rules for serving Determine serving space Determine number of persons to be served Determine the amount of food served Determine if food is served hot or cold Determine how table looks	<u>CUES</u> Neat and clean Polite Time schedule Large servings	<u>ERRORS</u> Untidy Awkward Waste

SCIENCE

MATH - NUMBER SYSTEMS

Behavioral:

Maintain capacity to foster trust
 Maintain capacity to foster confidentiality
 Maintain capacity to foster cooperation
 Maintain capacity to cope with conflict behavior.
 Maintain child's illusion of privacy by avoiding excessive noise or movement
 Grant appropriate regard for child's unique needs
 Conscious awareness of the need for a balance comfort, caution, safety, physical, emotional, and intellectual health
 Conscious awareness organization and concentration

Use of Numbers: (without calculations)

Counting
 Measurement: Non-geometric
 Temperature
 Weight

COMMUNICATIONS

PERFORMANCE MODES

Listening
 Touching
 Viewing

EXAMPLES

Receive requests
 Handling food/dishes
 Group needs

SKILLS/CONCEPTS

Auditory discrimination, concentration, logic, noise discrimination
 Size, temperature, shape, texture, feel
 Visual analysis, memory, logic, color discrimination, describing

Duty C Assisting Children with Routines

- 1 Help children dress and undress
- 2 Supervise rest time
- 3 Supervise bathroom procedures
- 4 Introduce new child to center
- 5 Help children isolated because of emotional upset
- 6 Perform daily health inspection

47

48

(TASK STATEMENT) Help children dress and undress

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Locker Children's clothing Hat Coat Mittens Boots Socks and shoes Change of clothing	Demonstrate dressing Assist children in dressing Observe children dressing	Safety: Properly fastened clothing Hazard: Possible injury
<u>DECISIONS</u> Determine time to dress Determine type of dress Determine child's ability	<u>CUES</u> Readiness	<u>ERRORS</u> Damage to self esteem

SCIENCE

MATH - NUMBER SYSTEMS

General:

Simple machines used to gain mechanical advantage [Mechanical working of fasteners]

Resistance of materials to change in shape [Textile properties]

Relationship of force to distortion in an elastic body

Efficiency of force

Behavioral:

Exhibit qualities of self-confidence and self-control

Maintain conscious awareness of the need for comfort and health

Foster independence and self-reliance when appropriate

Observe and concentrate on child's physical abilities

COMMUNICATIONS

PERFORMANCE MODES

Speaking

Viewing

Listening

EXAMPLES

Giving instructions

Observe children
Questions

SKILLS/CONCEPTS

Facial and body features, general vocabulary, diction, gestures

Visual analysis, describing, detail

Concentration, word definition

(TASK STATEMENT) Supervise rest time

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Cots Blankets Favorite toy or book Record player Appropriate records Window blinds or curtains	Set up cots. Prepare environment (music, darkness) Undress children Maintain quiet atmosphere	Safety: Use caution when handling cots Hazard: Possible injury
<u>DECISIONS</u> Determine how to quiet child Determine individual requirements Determine how to handle interruptions	<u>CUES</u> Resistance Signs of sleep	<u>ERRORS</u> Noise Bad temper

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Work input, work output, friction and efficiency in simple machines (Manipulating cots.)</p> <p>Behavioral:</p> <ul style="list-style-type: none"> Maintain capacity to foster trust Maintain capacity to cope with conflict behavior Exhibit qualities of self-confidence and composure Grant appropriate regard for children's needs Observe behavioral patterns and special interests 	<p>Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking</p> <p>Listening</p> <p>Viewing</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Gestures, general vocabulary, logic</p> <p>Auditory discrimination, noise discrimination</p> <p>Visual analysis, logic</p>

(TASK STATEMENT) Supervise bathroom procedures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Towels Soap Toothbrush Tooth paste	Notify children of clean-up time Group children Instruct in operation of facilities Instruct in personal hygiene Maintain order Regulate water temperature Monitor use of supplies	Hazard: Burns Injuries
<u>DECISIONS</u> Determine specific needs of each child	<u>CUES</u> Appearance, behavior	<u>ERRORS</u> Accidents

ASK STATEMENT/Supervise bathroom procedures		MATH – NUMBER SYSTEMS
SCIENCE	General: Transfer of heat from one body to another Chemical action of soaps Hot water Behavioral: Maintain capacity to foster trust Maintain capacity to cope with conflict behavior Maintain capacity to function efficiently when encountering fast-changing situations Maintain conscious awareness of the need for comfort, caution, safety and physical, emotional and intellectual health	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting, ordering (grouping)
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking Listening Viewing	Giving instructions Questions Observe children	Gestures, facial and body features. Concentration, auditory discrimination, recognize opinions Visual analysis, detail and inference

(TASK STATEMENT) Introduce new child to center

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
All facilities of nursery school	Greet child and parent Make child comfortable: locker, person- nel, play areas Assist child in daily routine Establish continuing relationship	Safety: Proper use of equipment Pace child to activity Hazard: Possible injury
<u>DECISIONS</u> Determine orientation of new child Determine degree of discipline Determine child's desires	<u>CUES</u> Child's behavior	<u>ERRORS</u> Insecurity, anxiety

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Maintain capacity to foster trust Maintain capacity to foster confidence Maintain capacity to foster cooperation Maintain capacity to cope Maintain capacity with conflict behavior Observe closely child's verbal and non-verbal behavior Show and describe facilities with appropriate speed and clarity 	<p>Uses of Numbers: (without calculation)</p> <p>Coding on a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal [marker]</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking</p> <p>Listening</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <p>Giving instructions comforting</p> <p>Questions/conversation</p> <p>Observe child</p> <p>Delivering and receiving tactile message</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Gestures, persuasion, facial and body features</p> <p>Concentration, auditory discrimination, recognize opinions</p> <p>Visual analysis, detail and inference</p> <p>Motion, tension</p>

(TASK STATEMENT) Help children isolated because of emotional upset

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Appropriate toys	Calm and control child Discuss reason for upset Permit child to play with toy until re- laxed Return child to group	Safety: Avoid destructive behavior Hazard: Personal injury
<u>DECISIONS</u> Determine method to calm and control Determine length of play time Determine method to avoid similar situation Determine how to return child to group	<u>CUES</u> Behavior	<u>ERRORS</u> Continued emotional upset

TASK STATEMENT) Help children isolated because of emotional upset		MATH -- NUMBER SYSTEMS	
SCIENCE			
Behavioral: Maintain capacity to foster trust Exhibit quality of self-confidence and composure Maintain capacity to cope with conflict behavior Grant appropriate regard for child's unique needs Exhibit awareness of one's changing emotional states			
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>		<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking		Giving instructions, comforting	Gestures, persuasion, facial and body features
Listening		Child's discussion	Concentration, auditory discrimination, recognize opinions
Viewing		Group interaction	Visual analysis, detail and inference
Touching		Giving comfort	Motion, tension

(TASK STATEMENT) Perform daily health inspection

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Records of child's health Pen Paper List of children (attendance) Calendar	Observe and inspect physical conditions Report any incidents that indicate illness Contact parent	Safety: Avoid more serious complication or illness Hazard: Undetected health problems
<u>DECISIONS</u> Determine things to look for Determine when child should go home	<u>CUES</u> Be calm, assuring attitude	<u>ERRORS</u> Fear

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Grant appropriate regard for child's needs, Exhibit capacity to ascertain best service for the child's request</p> <p>Conscious awareness of the need for a balance relates to: Comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of qualities basic to optimal mental performances: Attention, mental alertness, mental quietude</p>	<p>Uses of Numbers: (without calculation) Recording</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Writing</p> <p>Speaking</p> <p>Listening</p>	<p>Note-taking</p> <p>Give instructions</p> <p>Child's discussion/complaints</p>
<u>SKILLS/CONCEPTS</u>	
<p>Penmanship, spelling, clarity of expression, logic, description</p> <p>General vocabulary, clarity of expression, logic gesture</p> <p>Auditory discrimination, concentration, note taking, noise discrimination</p>	

Duty D Preparing Art Materials

- 1 Make art materials
- 2 Prepare equipment and materials for activities
- 3 Store equipment and materials
- 4 Clean work tables and equipment

60

(TASK STATEMENT) Make art materials

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Flour Salt Alum Starch Paint Soap flakes Water Containers Mixing utensils	Read and follow instructions for making specific art material Instruct children on correct procedures and results Place product in proper container Clean-up area	Safety: Proper supervision of procedures and ingredients Hazard: Personal injury or illness
<u>DECISIONS</u> Determine quantity to be made Determine color (s) to be used Determine child's ability to assist Determine when product is to be made	<u>CUES</u> Consistency of material, empty container	<u>ERRORS</u> Unsatisfactory product, disruptive behavior

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Transfer of heat from one body to another Changing state due to mixing (Color, texture, consistency)</p> <p>Behavioral: Exhibit capacity to perceive, quickly integrate, and function well in the face of expected and unexpected situational variables Maintain capacity to foster cooperation Grant conscious attention to smoothly flowing team work</p>	<p>Set of Real numbers: Rationals Measurement: Non;geometric Weight, temperature, liquid, dry</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>SKILLS/CONCEPTS</u>
<p>Speaking Reading Viewing Touching Listening</p>	<p><u>EXAMPLES</u></p> <p>Giving instructions Comprehend instruction Mixture/product Mixture/product Questions/discussion</p> <p>Gesture, terminology Process report, comprehension Visual analysis, describing, color discrimination Shape and texture, consistency Auditory discrimination, word definition</p>

(TASK STATEMENT) Prepare equipment and materials

D2

53

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Tables Easels Containers Brushes Construction paper Newspapers Paints	Set up necessary equipment Cover floor and tables with newspaper Set up necessary supplies	Safety: Avoid spilling paint Proper handling of easel Hazards: Personal injury, pinched fingers
<u>DECISIONS</u> Determine what needs to be set up	<u>CUES</u> Time schedule Individual differences	<u>ERRORS</u> Waste of time Behavioral problems

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Grant appropriate regard for child's personal space</p> <p>Maintain awareness of one's diverse, creative capacities</p> <p>Maintain conscious awareness of the need for a balance (both physical and mental) between tension and relaxation: Comfort</p> <p>caution, safety and physical, emotional and intellectual health</p>	<p>Set of Real numbers: Whole</p> <p>Uses of numbers: (without calculation)</p> <p>Counting</p> <p>Visual approximation of measurement</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <p>Comprehend written instructions</p> <p>Spatial arrangement</p> <p>Receive tactile message</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference, terminology</p> <p>Visual analysis, color discrimination</p> <p>Size, shape, texture</p>

(TASK STATEMENT) Store equipment and materials

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Containers: boxes, shelves Storage room Labels Writing supplies File cabinet Folders	Sort equipment and materials	Safety: Arrange in proper place Hazard: Personal injury
<u>DECISIONS</u> Determine amount of space available Determine place for storage Determine identification on containers	<u>CUES</u> Supplies and equipment available when needed	<u>ERRORS</u> Loss of time Inability to locate equipment and material

SCIENCE		MATH - NUMBER SYSTEMS
<p>General: Indestructibility of matter and energy</p> <p>Behavioral: Maintain capacity to foster trust Grant conscious attention to smoothly flowing team-work Communicate pride in establishment</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
<p>Reading</p> <p>Writing</p> <p>Viewing</p> <p>Touching</p>	<p>Comprehend written instructions</p> <p>Label-writing</p> <p>Spatial arrangement</p> <p>Receive tactile message</p>	<p>Comprehension, terminology, process/instructions</p> <p>Penmanship, spelling, classification, description</p> <p>Visual analysis, detail and inference, color discrimination</p> <p>Size, shape, feel</p>

(TASK STATEMENT) Clean work tables and equipment

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Clean cloths All-purpose cleaner Sponge Pail Disinfectant</p>	<p>Prepare hot soapy water Prepare hot rinse water (add 1/4 cup disinfectant) Wash areas Rinse and wipe dry</p>	<p>Safety: Avoid over-heated water Use caution in use disinfectant Hazard: Personal burns</p>
<p><u>DECISIONS</u></p> <p>Determine amount of all-purpose cleaner Determine amount of sanitizing agent Determine method to be used in cleaning</p>	<p><u>CUES</u></p> <p>Dirty tables and equipment</p>	<p><u>ERRORS</u></p> <p>Unsanitary conditions Dirty hands</p>

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Maintain capacity to foster cooperation Communicate pride in establishment Maintain conscious awareness of qualities basic to optimal mental performance: organization 	<p>Set of real numbers:</p> <ul style="list-style-type: none"> Rationals Measurement: Non-geometric Liquid
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading Viewing Touching</p>	<p><u>EXAMPLES</u></p> <p>Comprehend directions Observe area Surfaces</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference Visual analysis, detail and inference Temperature, feel</p>

Duty E Assisting with Clerical Duties

Answer telephone and take messages

2 Greet guests

3 Collect fees

69

(TASK STATEMENT) Answer telephone and take messages

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Written materials describing program Memo pad Writing tools	Correctly answer telephone Assimulate message Write accurate memo Relay to proper person	
<u>DECISIONS</u> Determine necessary information Determine recipient of message Determine time of delivery	<u>CUES</u> Callers questions and/or confusion	<u>ERRORS</u> Incorrect message Lost message



SCIENCE		MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none">Maintain capacity to foster trust and confidentiality.Exhibit qualities of self-confidence, self-reliance and controlExhibit qualities of tact, poise, consideration and graciousnessCommunicate pride in establishment		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking Listening Writing	Deliver oral messages Take messages Receiving and noting information	General vocabulary, diction, poise, clarity of expression Auditory discrimination, concentration, logic, note taking Penmanship, spelling, memo format, description, clarity of expression

72

(TASK STATEMENT) Greet guests

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Written materials describing program	Welcome guests Introduce to personnel Describe program Show facilities Establish continuing relationship	
<u>DECISIONS</u> Determine individual's needs and interests Determine extent of visit	<u>CUES</u> Interest personal opinion	<u>ERRORS</u> Unsatisfactory opinion of program

SCIENCE

Behavioral:

Communicate pride in establishment
 Exhibit qualities of self-confidence and composure
 Show and describe facilities with appropriate speed and clarity
 Maintain conscious awareness of qualities basic to optimal mental performance: (attention, observation and organization)

MATH NUMBER SYSTEMS

Set of real numbers:

Rationals
 Uses of numbers: (without calculations)
 Counting
 Measurement: Non-geometric
 Time/calendar
 Money/interest

COMMUNICATIONS

PERFORMANCE MODES

Speaking

Listening

Viewing

Writing

EXAMPLES

Give information conversation

Conversation/questions

Observe reactions

Receive and note information

SKILLS/CONCEPTS

Terminology, clarity of expression,
 gestures, poise

Recognize opinions, concentration

Visual analysis, describing

Penmanship, spelling, memo format

(TASK STATEMENT) Collect fees

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Record book and receipts Pencil Calendar	Accept money from parent Record payment Give parent receipt Store money in proper place	Safety: Put money in safe place Hazard: Lost money
<u>DECISIONS</u> Determine whether payment is correct Determine when money is to be collected	<u>CUES</u> Individual efficiency	<u>ERRORS</u> Incorrect records

SCIENCE	MATH — NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Exhibit capacity to ascertain personal qualities: skills knowledge, character, flexibility, and learning capacity Maintain capacity to foster trust, confidentiality and cooperation Grant conscious attention to smoothly flowing team work 	<p>Set of real numbers:</p> <ul style="list-style-type: none"> Whole Uses of numbers: (without calculation) Counting Recording Measurement: Non-geometric Money/interest
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ul style="list-style-type: none"> Speaking Reading Writing Listening 	<p><u>EXAMPLES</u></p> <ul style="list-style-type: none"> Conversation Comprehend instructions Letter writing/records Conversation <p><u>SKILLS/CONCEPTS</u></p> <ul style="list-style-type: none"> Clarity of expression, poise Comprehension, detail/inference, progress report Penmanship, spelling Auditory discrimination, concentration

Duty F Directing or Assisting with Activities

- 1 Help to plan and evaluate activities and programs
- 2 Routine clean-up
- 3 Supervise creative activities
- 4 Teach and lead singing and rhythmic activity
- 5 Supervise dramatic play activities
- 6 Assist children individually
- 7 Assist children with group play
- 8 Assist with special activities
- 9 Read or tell stories
- 10 Select recorded music
- 11 Supervise manipulative play
- 12 Supervise outdoor play
- 13 Observe children

2

(TASK STATEMENT) Help to plan and evaluate activities and program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANC KNOWLEDGE	SAFETY - HAZARD
Reference materials Written material explaining program Writing supplies File cabinet Folders	Evaluate present needs of children Evaluate present program Adjust program to meet children's needs	
<u>DECISIONS</u> Determine activities to coincide with children's needs Determine necessary changes	<u>CUES</u> Developmental level of children Unique needs of children	<u>ERRORS</u> Maladjustment Under-achievement

SCIENCE		MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Maintain awareness of one's changing emotional states Maintain awareness of one's changing physical states Maintain awareness of one's unlimited intellectual activities Maintain awareness of one's diverse creative capacities Maintain capacity to perceive, quickly integrate, and function well in the face of expected or unexpected situational variables Maintain conscious awareness of the need for a balance between tension and relaxation 	<p>Set of real numbers: Rationals Measurement: Non-geometric; Time/calendar Uses of numbers: (without calculation) Counting Ordering</p>	
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p> <p>Viewing</p>	<p>Comprehend written information</p> <p>Noting information</p> <p>Planning/discussion</p> <p>Instructions/questions, discussion</p> <p>Observe reactions</p>	<p>Comprehension, informational reports, physical experiment reports</p> <p>Description, clarity of expression, recommendation reports</p> <p>Terminology, implying, logic, clarity of expression.</p> <p>Discriminate facts from non-facts, note-taking.</p> <p>Memory, describing, detail and inference recognition of symbols, codes</p>

79

(TASK STATEMENT) Routine clean-up

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Cleaning supplies Storage units</p>	<p>Motivate children to clean up Follow oral instructions Assist children who require help in pick-up and storage. Sweep, clean and wash Review areas cleaned to insure proper condition</p>	<p>Safety: Proper handling of supplies and equipment Maintain adequate supervision</p> <p>Hazard: Possible personal injury</p>
<p><u>DECISIONS</u></p> <p>Determine time for clean-up Determine children to assist Determine extent of children's aid</p>	<p><u>CUES</u></p> <p>Children's desire to change activity Scheduled time</p>	<p><u>ERRORS</u></p> <p>Aide left with clean up</p>

ASK STATEMENT 1) Routine Clean-up		MATH - NUMBER SYSTEMS	
SCIENCE		Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting Ordering Basic Geometry Skills and Concepts Recognize and identify basic geometry figures, plane and solid Knowledge of geometric relationships: Symmetry, Congruence, Similarity, Parallel, Perpendicular, Skew	
Behavioral: Exhibit qualities of self-confidence, self-control, self-reliance, and adaptability Grant conscious attention to smoothly-flowing team work Exhibit pride in establishment Maintain self-control composure and flexibility in time-scheduled activities			
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>		<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking Listening Viewing Touching		Instructions Questions Individual/group interaction Surfaces	Persuasion and sales techniques, gestures Auditory discrimination, noise discrimination Visual analysis, memory, logic, describing, color discrimination Size, shape, texture

(TASK STATEMENT) Supervise creative experiences

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Art materials: Paint Clay Various papers Paste Objects such as potatoes, popsicle sticks, etc.	Assemble necessary materials Group children for activity Demonstrate procedures following instructions Allow children ample time for experience Observe and give assistance when necessary Follow experience through to conclusion for child Clean-up	Safety: Proper use of supplies and equipment Hazard: Possible personal injury
<u>DECISIONS</u> Determine most efficient way of setting up experience	<u>CUES</u> Individual needs	<u>ERRORS</u> Conflict in behavior

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Maintain awareness of ones changing emotional, physical, intellectual and creative capacities</p> <p>Maintain capacity to perceive, quickly, integrate and function well in the face of expected and/or unexpected situational variables</p> <p>Grant appropriate regard for child's unique needs</p> <p>Maintain conscious awareness of physical expressions basic to peak physical performance: Body rhythm, body balance, and posture, movement from tension to relaxation</p>	<p>Set of real numbers: rationals Uses of numbers: (without calculation) Counting Measurement: Non-geometric Weight Liquid Dry</p>
COMMUNICATIONS	
PERFORMANCE MODES	SKILLS/CONCEPTS
<p>Speaking</p> <p>Viewing</p> <p>Reading</p> <p>Listening</p> <p>Touching</p>	<p>Clarity of expression, gestures, enunciation</p> <p>Visual analysis, describing, detail and inference, color discrimination</p> <p>Comprehension, informational report, terminology</p> <p>Auditory discrimination, concentration, noise discrimination</p> <p>Size, shape, temperature, texture, feel</p>
EXAMPLES	
<p>Instructions/encouragement</p> <p>Individual/group interaction</p> <p>Comprehend instructions</p> <p>Questions/discussion</p> <p>Surfaces/materials</p>	

(TASK STATEMENT) Teach and lead singing/or rhythmic activity

TOOLS, EQUIPMENT MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Non-essential: Rhythm instruments Accompanying instrument Pitch-pipe</p>	<p>Select appropriate song Instruct children on singing Set the environment Present the song Practice the song through repetition</p>	<p>Safety: Moderate singing Correct use of instruments Hazard: Vocal strain Possible personal injury</p>
<p><u>DECISIONS</u></p> <p>Determine the song to be presented Determine appropriate delivery Determine instruments to be used</p>	<p><u>CUES</u></p> <p>Readiness Interests of children</p>	<p><u>ERRORS</u></p> <p>Disruption Boredom</p>

ASK STATEMENT/ Teach and lead singing/or rhythmic activity	SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Vibrations of strings/sound generation</p> <p>Behavioral: Maintain capacity to foster cooperation Grant conscious attention to smoothly flowing team work Maintain conscious awareness of physical expressions basic to peak physical performance: Body rhythm and breathing coordinated with body movement Maintain capacity to perceive, quickly integrate and function well in the face of unexpected situational variables</p>	<p>Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting</p>	

COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
<p>Listening</p> <p>Speaking</p> <p>Viewing</p>	<p>Tune, volume</p> <p>Instructions</p> <p>Observe individual/group interaction</p>	<p>Auditory discrimination, noise discrimination</p> <p>Appropriate diction, enunciation, gestures</p> <p>Memory, recognition of symbols, codes</p> <p>visual analysis</p>

(TASK STATEMENT) Supervise dramatic play activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Dramatic play supplies and equipment: Large blocks Housekeeping toys Costumes, etc.</p>	<p>Observe and interact when necessary Motivate reluctant child Allow children ample time for experiences Clean-up</p>	<p>Safety: Proper use of supplies and equipment Adequate supervision Hazard: Possible personal injury Possible wandering child</p>
<p><u>DECISIONS</u></p> <p>Determine which child requires encouragement Determine appropriate time for interaction Determine appropriate time to terminate experience</p>	<p><u>CUES</u></p> <p>Individual needs</p>	<p><u>ERRORS</u></p> <p>Inadequate, emotional expression</p>

SCIENCE		MATH - NUMBER SYSTEMS
<p>Behavioral: Maintain awareness of ones changing emotional physical, intellectual and creative capacities Grant appropriate regard for child's unique needs Exhibit capacity to listen openly and attentively Exhibit qualities of tact, poise, graciousness and imagination Maintain capacity to foster confidentiality Maintain illusion of privacy by avoiding excessive noise or movement</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
<p>Listening</p> <p>Viewing</p> <p>Speaking</p>	<p>Play/discussion</p> <p>Observer individual/group interaction</p> <p>Instructions/conversation</p>	<p>Auditory discrimination, discriminate facts from non-facts, word definition, noise discrimination</p> <p>Visual analysis, memory, detail and inference</p> <p>Clarity of expression, terminology, gestures</p>

87

(TASK STATEMENT) Assist children individually

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Reference materials Notebook Writing supplies</p>	<p>Observe child to determine his level and personal needs Make plans Put plans into effect with the child Evaluate and make necessary changes</p>	
<p><u>DECISIONS</u></p> <p>Determine whether plans are appropriate for the child Determine method of evaluation Determine method of evaluation Determine amount of time for child</p>	<p><u>CUES</u></p> <p>Unique needs Level of child</p>	<p><u>ERRORS</u></p> <p>Under-achievement</p>

TASK STATEMENT//ASSIST CHILDREN INDIVIDUALLY		MATH - NUMBER SYSTEMS	
SCIENCE			
Behavioral: Grant appropriate regard for students unique needs Maintain conscious awareness of the need for a balance between tension and relaxation: Comfort, caution, physical, emotional and intellectual health Maintain conscious awareness of qualities basic to optimal mental performance: organization Maintain awareness of one's diverse creative capacities			
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>		<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking		Discussion	General vocabulary, clarity of expression, gestures, poise, logic Auditory discrimination, discriminate facts from non-facts, concentration, note-taking Classification, memo format, reports-permanent Comprehension, physical experiment report Memory, describe, detail and inference logic
Listening		Receive auditory cues	
Writing		Note information	
Reading		Comprehend notes	
Viewing		Observe child	

(TASK STATEMENT) Assist children with group play

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Reference material Lesson plans Writing tools Variety of toys Game supplies	Set up lesson plans for activity Practice and experiment with activity before use Present activity to group Evaluate activity	Safety: Proper handling of supplies and equip- ment Maintain adequate supervision Hazard: Possible personal injury
<u>DECISIONS</u> Determine the type of activity Determine the adaptability of activity Determine the presentation to group Determine suitability of activity	<u>CUES</u> Children's desire for group play	<u>ERRORS</u> Loss of self-control

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Maintain conscious awareness of physical expressions basic to peak physical performance: body rhythm, body balance and posture movement from tension to relaxation</p> <p>Maintain capacity to foster cooperation</p> <p>Exhibit qualities of self-confidence, self-control, self-reliance and adaptability</p> <p>Maintain children's illusion of privacy by avoiding excessive noise, movement or misbehavior, Grant appropriate regard for children's unique needs</p> <p>Grant conscious attention to smoothly flowing team work</p> <p>Maintain conscious awareness of the need for a balance between tension and relaxation relates to: Comfort, caution, safety, physical, emotional and intellectual health</p>	<p>Set of real numbers:</p> <p>Whole numbers</p> <p>Uses of numbers: (without calculation)</p> <p>Counting</p> <p>Ordering</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <p>Instructions</p> <p>Questions</p> <p>Comprehend references</p> <p>Observe children</p> <p>Deliver tactile message</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Facial and body features, terminology, clarity of expression, gestures</p> <p>Noise discrimination, recognize opinions</p> <p>Comprehension, terminology</p> <p>Visual analysis, color discrimination, detail and inference, recognition of symbols, codes</p> <p>Size, shape, feel, texture, vibrations</p>

(TASK STATEMENT) Assists with special activities (field trips)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Reference materials from place to be visited Lesson plans Name tags and pins Bus and driver Box of tissues	Become familiar with the place to be visited Become familiar with the schedule of field trip (if aide not previously involved in planning) Make name tags, for children Check for parent's permission forms Discuss rules with children and orient them to field trip Discuss field trip with children on return	Safety: Correct use of pins Correct rules for bus transportation Observation of rules at field trip site Hazard: Possible personal injury Possible accident
<u>DECISIONS</u> Determine type of evaluation Determine kinds of rules	<u>CUES</u> Child's interest Child's physical condition	<u>ERRORS</u> Fatigue Illness

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Maintain conscious awareness of qualities basic to optimal mental performance: Attention, observation, mental alertness and organization Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables Grant appropriate regard for student's personal space Maintain capacity to foster trust, cooperation and cope with conflict behavior 	<p>Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>Viewing</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p>	<p>Observe individual/group interaction</p> <p>Instruction/discussion</p> <p>Receive questions/discussion</p> <p>Comprehend instructions</p>
SKILLS/CONCEPTS	
<p>Visual analysis, describing, detail and inference</p> <p>Terminology, clarity of expression, gestures</p> <p>Noise discrimination, opinion, concentrate</p> <p>Comprehension, informational report, terminology</p>	

(TASK STATEMENT) Read or tell stories

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Books Flannel board Variety of appropriate materials Cut outs Natural objects Puppets Records</p>	<p>Select appropriate story Practice story Set the environment Select the group Present the story Discuss the story</p>	
<p><u>DECISIONS</u></p> <p>Determine story to be presented Determine appropriate delivery Determine materials to be used Determine children to be selected</p>	<p><u>CUES</u></p> <p>Readiness Interests of children</p>	<p><u>ERRORS</u></p> <p>Disruption Boredom</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Exhibit qualities of poise and imagination</p> <p>Grant appropriate regard for child's unique needs</p> <p>Maintain conscious awareness of qualities basic to optimal mental performance: Observation, mental alertness, mental clarity and organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking</p> <p>Reading</p> <p>Listening</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Appropriate diction, facial and body features, gestures, poise</p> <p>Speed, comprehension, definition</p> <p>Auditory discrimination, recognize opinions, noise discrimination, concentration</p>

(TASK STATEMENT) Select recorded music

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Record player Records Lesson plans	Select appropriate records for activity Listen to records Set the environment and play records Observe actions of children Store records and equipment	Safety: Improper use of equipment, proper supervision Hazard: Electrical shock, possible injury
<u>DECISIONS</u> Determine records to be played Determine volume of record player Determine pleasure of children	<u>CUES</u> Body movement, relaxation	<u>ERRORS</u> Disorderliness

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral: Maintain conscious awareness of the need for a balance between tension and relaxation: relating to comfort, caution, safety; physical, emotional and intellectual health Avoid excessive attachment to fixed-projected time schedules</p> <p>General: Work input, work output, friction and efficiency in simple machines</p>	<p>Set of real numbers: Rationals Uses of numbers: (without calculation) Counting</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading Listening Viewing</p>	<p><u>EXAMPLES</u></p> <p>Comprehend Records or tapes Observe individual/group interaction</p> <p><u>SKILLS CONCEPTS</u></p> <p>Comprehension, recommendation reports Auditory discrimination, concentration, noise discrimination Visual analysis, detail and inference</p>

(TASK STATEMENT) Supervise manipulative play (puzzles, woodworking, etc.)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Variety of manipulative toys:</p> <ul style="list-style-type: none"> Puzzles Woodwork supplies Dominoes, etc. 	<p>Set up environment</p> <p>Encourage children to come to different set-ups</p> <p>Observe and challenge participation when necessary</p> <p>Pick up toys and store</p>	<p>Safety:</p> <ul style="list-style-type: none"> Proper use of toys (throwing, distortion) <p>Hazard:</p> <ul style="list-style-type: none"> Possible personal injury
<p><u>DECISIONS</u></p> <p>Determine length of time for activity</p> <p>Determine whether child's needs are being met</p> <p>Determine how to set up environment</p>	<p><u>CUES</u></p> <p>Individual's needs</p>	<p><u>ERRORS</u></p> <p>Tension</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Simple machines used to gain mechanical advantage [Wood-work]</p> <p>Behavioral: Avoid excessive attachment to fixed projected time schedules. Maintain awareness of one's changing emotional, physical, creative and intellectual capacities Maintain conscious awareness of physical expressions basic to peak physical performance; Body rhythm, body balance, and movement from tension to relaxation Maintain child's illusion of privacy by avoiding excessive noise or movement</p>	<p>Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting Ordering</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Touching Viewing</p> <p>Listening</p> <p>Speaking</p>	<p>Receive tactile message Observe individual/group interaction</p> <p>Children's questions, discussion</p> <p>Instructions, discussion</p>
<u>SKILLS/CONCEPTS</u>	
<p>Size, shape, texture, vibrations, feel Visual analysis, detail and inference, color discrimination Noise discriminations, recognize opinion note taking, concentration Terminology, clarity of expression, im- plying, gestures</p>	

(TASK STATEMENT) Supervise outdoor play

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Large-muscle play equipment: Climbing apparatus Trikes Swing set, etc.</p>	<p>Set up equipment if necessary Get children ready for outdoor play Encourage children to play on active equipment and observe Introduce group game to children Store equipment</p>	<p>Safety: Careful supervision Proper care and handling of equipment Hazard: Possible injuries</p>
<u>DECISIONS</u>	<u>CUES</u>	<u>ERRORS</u>
<p>Determine length of time for activities Determine group game to be played</p>	<p>Children's desire to play Personal health</p>	<p>Conflict behavior Illness</p>

SCIENCE

MATH - NUMBER SYSTEMS

Science:

Inertia and momentum (Body at rest and body in motion)
 Motion resulting from two or more forces acting on a point
 in a body
 Behavioral.

Exhibit qualities of self-confidence, self-control, self-reliance
 and adaptability
 Maintain capacity to function efficiently when encountering
 fast changing, multiple, personal or situational variables
 Maintain conscious awareness of physical expression basic
 to peak physical performance: Body rhythm, breathing co-
 ordinated with body movement, body balance and posture,
 movement from tension to relaxation and vice versa

Set of real numbers:

Whole numbers

Uses of numbers: (without calculation)

Counting

COMMUNICATION

PERFORMANCE MODES

Speaking

Viewing

Listening

Reading

EXAMPLES

Instructions/commands

Observe individual/group interaction

Receive auditory cues

Comprehend instructions

SKILLS CONCEPTSTerminology, clarity of expression, ges-
tures, poise

Describing, memory

Recognize opinions, concentration, noise
discrimination, note-taking

Comprehension, informational report

(TASK STATEMENT) Observe children

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Notebook Writing tools</p>	<p>Observe children's physical development Observe children's emotional development Observe children's social development Observe children's mental development Take necessary notes Evaluate with supervisor</p>	
<p><u>DECISIONS</u></p> <p>Determine which child/children to be observed Determine which area of development to be observed Determine timeliness of observation</p>	<p><u>CUES</u></p> <p>Inadequate program Individual needs and relationships</p>	<p><u>ERRORS</u></p> <p>Behavior problems Boredom</p>

TASK STATEMENT) Observe children		MATH - NUMBER SYSTEMS
SCIENCE		
Behavioral: Exhibit capacity to ascertain personal qualitties Exhibit capacity to listen and watch openly and attentively Grant appropriate regard for child's personal space (convenience and special interest) Practice capacity to maintain open-mindedness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing Writing Listening	Receiving visual cues Receiving and noting information Receiving auditory cues	Detail and inference , description, visual analysis Description, classification, reports, information, progress, recommendation Note taking, auditory discrimination

97

102

Duty G Assisting in the Planning of Activities and Programs

- 1 Help plan goals for year's program
- 2 Help plan activities to be offered everyday
- 3 Balance individual activities against group activities
- 4 Evaluate plans often and change them when needed
- 5 Help plan daily schedule
- 6 Help plan special activities
- 7 Help plan special activities for children with special problems or needs
- 8 Make charts and outlines of ideas for programs

103

(TASK STATEMENT) Help plan goals for year's tentative program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>File cabinet Folders Writing supplies Reference material Previous year's program</p>	<p>Define and discuss "goals" Formulate goals Observe children to determine needs. Change goals as needs arise</p>	
<p><u>DECISIONS</u></p> <p>Determine the kinds of goals Determine how goals can be changed</p>	<p><u>CUES</u></p> <p>Good follow-up</p>	<p><u>ERRORS</u></p> <p>Lack of direction and progress</p>

ASK STATEMENT) Help plan goals for year's tentative program

SCIENCE		MATH - NUMBER SYSTEMS
Behavioral: Exhibit capacity to ascertain personal qualities in: skills knowledge, character, flexibility, and learning capacity Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and organization Maintain conditions for health and growth-directed job performance: changing emotional, physical intellectual and creative capacities		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Observe children	Visual analysis, memory, detail and inference
Writing	Note taking	Penmanship, spelling, classification, description, logic
Listening	Discuss plans	Auditory discrimination, discriminate facts from non-facts, recognize opinions concentration
Reading	Comprehend references	Comprehension, definition, physical experiment reports
Speaking	Discuss goals	Terminology, clarity of expression, gestures

106

(TASK STATEMENT) Help plan activities to be offered everyday

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>File cabinet Folders Writing supplies Reference material Plan of work</p>	<p>Formulate daily goals Motivate and interest children Introduce learning experience Assist children Evaluate days' program</p>	<p>Safety: Proper use of supplies and equipment Hazard: Personal injury</p>
<p><u>DECISIONS</u></p> <p>Determine kinds and amounts of supplies available Determine specific equipment available Determine length of time available</p>	<p><u>CUES</u></p> <p>Children's abilities</p>	<p><u>ERRORS</u></p> <p>Lack of adjustment</p>

ASK STATEMENT? Help plan activities to be offered everyday

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Exhibit capacity to ascertain personal qualities: skills, knowledge, character, flexibility and learning capacity</p> <p>Grant appropriate regard for children's unique needs</p> <p>Maintain awareness of one's changing emotional, physical, intellectual and creative capacities</p>	
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>Writing</p> <p>Listening</p> <p>Speaking</p> <p>Viewing</p> <p>Reading</p>	<p>Note-taking</p> <p>Questions/discussion</p> <p>Instructions/discussion</p> <p>Observe individual /group interaction</p> <p>Comprehend reference material</p>
SKILLS-CONCEPTS	
<p>Penmanship, spelling, classification, general vocabulary</p> <p>Auditory discrimination, discriminate facts from non-facts, recognize opinions, concentration</p> <p>Terminology, clarity of expression, gestures</p> <p>Visual analysis, memory, describing, logic</p> <p>Comprehension</p>	

(TASK STATEMENT) Balance individual activities against group activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Lesson plans Reference materials Writing supplies</p>	<p>Evaluate present schedule Evaluate children's needs Adjust schedule to meet the children's needs</p>	
<p><u>DECISIONS</u></p> <p>Determine children's needs for individual verses group activities Determine percentage necessary to balance individual/group activities</p>	<p><u>CUES</u></p> <p>Social level of children Unique needs</p>	<p><u>ERRORS</u></p> <p>Interpersonal conflict Inadequate social development</p>

(TASK STATEMENT) Balance individual activities against group activities

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Behavioral:</u> Maintain child's privacy by avoiding excessive noise or movement, Grant appropriate regard for children's unique needs. Maintain capacity to foster cooperation, Maintain capacity to function efficiently when encountering fast changing personal variables, Maintain conscious awareness of qualities basic to optimal mental performance: Observation and organization, Maintain conscious awareness of physical expressions basic to peak physical performance: body rhythm and movement from tension to relaxation</p>	<p>Set of real numbers: Rationals Uses of numbers: (without calculation) Counting and ordering Measurement: Non-geometric Time/calendar</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>Reading Writing Viewing Listening</p>	<p>Comprehend information Note information Observe individual/group interaction Receiving auditory cues</p>
SKILLS CONCEPTS	
<p>Comprehension, informational reports Signaling, recommendation reports, calculation Describing, visual analysis, detail and inference Auditory discrimination, logic, note taking, concentration, noise discrimination</p>	

(TASK STATEMENT) Evaluate plans often and change them when needed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Lesson plans Writing supplies Children's individual records	Observe children Compare child's progress based on plans Alter plan	
<u>DECISIONS</u> Determine when plans are to be evaluated Determine suitable time to observe child- rer Determine how plans are to be altered	<u>CUES</u> Child's needs Time schedule	<u>ERRORS</u> Anxiety Wasted time

ASK STATEMENT) Evaluate plans often and change them when needed

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation and concentration, Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables, Maintain capacity to generate integrity</p>	<p>Set of real numbers:</p> <p>Whole</p> <p>Measurement: Non-geometric</p> <p>Time/calendar</p>
COMMUNICATIONS	
PERFORMANCE MODES	SKILLS/CONCEPTS
<p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Viewing</p>	<p>Comprehend written instructions</p> <p>Note-taking</p> <p>Discussion</p> <p>Observe group / individual interaction</p>
	<p>Comprehension, detail/inference, process/instruction</p> <p>Spelling, classification, description, progress reports</p> <p>Auditory discrimination, recognition, operations, note-taking</p> <p>Visual analysis, describing, detail and inference</p>

(TASK STATEMENT) Help plan daily schedule

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Lesson plans Reference books File cabinet Writing supplies Children's individual records	Compose goals to be reached Plan activities to assist in reaching goals Evaluate child's progress	
<u>DECISIONS</u> Determine kinds of goals and activities Determine when daily schedule is done Determine how child is progressing	<u>CUES</u> Child's needs Time schedule	<u>ERRORS</u> Anxiety Wasted time

ASK STATEMENT) Help plan daily schedule

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Maintain conscious awareness of the need for a balance (both physical and mental) between tension and relaxation: comfort, safety, physical, emotional and intellectual health</p> <p>Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and mental alertness</p>	<p>Set of real numbers:</p> <p>Whole</p> <p>Measurement: Non geometric</p> <p>Time/ calendar</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Reading</p> <p>Writing</p> <p>Listening</p>	<p>Comprehend written instructions</p> <p>Note-taking</p> <p>Discussion</p>
<p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail, inference, process/instructions</p> <p>Spelling, classification, description</p> <p>progress reports</p> <p>Auditory discrimination, recognize opinions, note-taking</p>	

(TASK STATEMENT) Help plan special activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Brochure Writing supplies Name tags Permission forms	Select the special activity Select the place for the special activity Select chaperones Contact chaperones Secure permission from parents for special activity Make children's name tags	Safety: Safe transportation Hazard: Personal injury
<u>DECISIONS</u> Determine the type of special activity Determine time for special activity Determine transportation	<u>CUES</u> Individual needs Curiosity	<u>ERRORS</u> Fear, fatigue, group ineffectiveness

(TASK STATEMENT) Help plan special activities

TASK STATEMENT: help plan special activities		SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to maintain openmindedness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally Maintain capacity to perceive, quickly integrate and function well in the face of unexpected situational variables		Set of real numbers: Whole Uses of numbers: (without calculation) Counting Measurement: Non-geometric Time/calendar	
COMMUNICATIONS			
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS	
Speaking Reading Writing Listening	Ask permission/discuss plans Comprehend instructions Letter-writing Questions	Appropriate diction, clarity of expression, poise Comprehension, terminology Penmanship, clarity of expression Auditory discrimination, recognize opinions	

(TASK STATEMENT) Help plan special activities for children with special problems or needs

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Resource materials Writing supplies	Observe children Select the special activity Secure parent's permission Evaluate effect of special activity on child	Safety: Good mobility Hazard: Possible accident
<u>DECISIONS</u> Determine the time for special activity Determine whether special activity would be beneficial to child	<u>CUES</u> Attention span	<u>ERRORS</u> Overtaxing child

TASK STATEMENT) Help plan special activities for children with special problems or needs

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral: Maintain awareness of one's changing emotional and physical states Exhibit qualities of self-confidence, self-control, self-reliance and adaptability Maintain capacity to cope with conflict behavior</p>	<p>Set of real numbers: Whole Uses of numbers: (without calculation) Counting Measurement: Non-geometric: Time/calendar</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Viewing Reading Speaking Listening</p>	<p><u>EXAMPLES</u></p> <p>Observe child Comprehend written instructions Discuss plans Questions/discussion</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Visual analysis, describing Comprehension, detail/inference Clarity of expression, poise Auditory discrimination, recognize opinions, note-taking</p>

(TASK STATEMENT) Make charts and outlines of ideas for programs

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Writing supplies Poster boards Markers Reference materials Overhead projector Paper Scissors Paste	Select idea Assemble necessary materials Make chart	
<u>DECISIONS</u> Determine classification of idea Determine kinds of materials required Determine when project will be done	<u>CUES</u> Attractive chart Informative outline	<u>ERRORS</u> Unusable materials

ASK STATEMENT) Make charts and outlines of ideas for programs

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Exhibit capacity to accurately reflect plant environment and job expectations Communicate pride in establishment Grant conscious attention to smoothly-flowing team work 	<ul style="list-style-type: none"> Set of real numbers Rationals Uses of numbers: (without calculation) Counting Measurement: Geometric Linear
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading</p> <p>Writing</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <ul style="list-style-type: none"> Comprehend instructions Compose body of chart Spatial arrangement Receive tactile message <p><u>SKILLS/CONCEPTS</u></p> <ul style="list-style-type: none"> Comprehension, detail/inference Penmanship, spelling, persuasion Visual analysis, color discrimination Size, shape, texture

Duty H Assisting with Inventory

- 1 Make list of supplies needed
- 2 Help take inventory for entire day care center

120

127

(TASK STATEMENT) Make list of supplies needed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Writing tools Inventory form	Check and make list of materials on hand Try to decide amounts and kinds of materials needed Make requisition list of supplies needed	Safety: Proper handling of materials Hazard: Possible injury
<u>DECISIONS</u> Determine amount of storage Determine price list	<u>CUES</u> Suitable materials	<u>ERRORS</u> Non-valuable supplies

(TASK STATEMENT) Make list of supplies needed

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <p>Maintain conscious awareness of qualities basic to optimal mental performance: observation, concentration, mental alertness, and organization</p>	<p>Set of real numbers:</p> <p>Whole numbers</p> <p>Uses of numbers: (without calculation)</p> <p>Counting, ordering, coding-given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p> <p>Viewing</p>	<p><u>EXAMPLES</u></p> <p>Note-taking</p> <p>Comprehend lists, catalogues</p> <p>Approximate rate of usage</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Penmanship, spelling, classification</p> <p>Comprehension, detail/inference, definition, terminology</p> <p>Visual analysis, memory, describing, detail and inference, recognition of symbols, codes, emblems</p>

(TASK STATEMENT) Help take inventory for entire day care center

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Writing supplies Inventory forms Carbon paper</p>	<p>Sort supplies and place in correct place. Count articles Record</p>	<p>Safety: Avoid over-stacking Hazard: Spills</p>
<p><u>DECISIONS</u></p> <p>Determine correct place for articles Determine when inventory is to be taken Determine best method of taking inventory</p>	<p><u>CUES</u></p> <p>Competence</p>	<p><u>ERRORS</u></p> <p>Inaccuracy-running out of materials</p>

(TASK STATEMENT) Help take inventory for entire day care center

SCIENCE	MATH - NUMBER SYSTEMS
<p>General: Indestructibility of energy and matter</p> <p>Behavioral: Maintain capacity to foster trust, confidentiality and cooperation Communicate pride in establishment Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and organization</p>	<p>Set of real numbers Whole Uses of numbers: (without calculation) Counting Recording</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading Writing Viewing</p>	<p><u>EXAMPLES</u></p> <p>Comprehend instructions Make lists reports Observe rate of usage</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference, informational reports, terminology Classification, penmanship, spelling Visual analysis, memory, describing, color discrimination</p>

Duty I Working with Parents

- 1 Introduce parent to center and its program
- 2 Participate in parent conference
- 3 Contact parents in emergency or illness
- 4 Write communications to parents

(TASK STATEMENT) Introduce parent to center and its program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
All facilities of nursery school	<p>Greet parents</p> <p>Make parent comfortable: talk informally, introduce to other personnel</p> <p>Give program outline to parent and show facilities</p> <p>Provide refreshments, if feasible</p> <p>Try to establish continuing relationship</p>	
<p><u>DECISIONS</u></p> <p>Determine orientation of parent</p> <p>Determine atmosphere of comfort</p> <p>Determine parent's desires</p>	<p><u>CUES</u></p> <p>Parent's attitude</p>	<p><u>ERRORS</u></p> <p>Dislike center</p> <p>Insecurity</p>

ASK STATEMENT) Introduce parent to center and its program

SCIENCE	MATH - NUMBER SYSTEMS
<p>General:</p> <ul style="list-style-type: none">Spoilage of foodNutritional value <p>Behavioral:</p> <ul style="list-style-type: none">Maintain capacity to foster trust, confidentiality, cooperation and integrityExhibit qualities of self-confidence, self-reliance and adaptabilityCommunicate pride in establishmentMaintain conscious awareness of qualities basic to optimal mental performance: Attention, mental alertness and mental clarityShow and describe facilities with appropriate speed and clarity	<p>Set of real numbers</p> <ul style="list-style-type: none">Whole numbersUses of numbers: (without calculation)Counting
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ul style="list-style-type: none">SpeakingListeningViewing	<p><u>EXAMPLES</u></p> <ul style="list-style-type: none">Orientation conversationQuestions, conversationObserve reactions <p><u>SKILLS/CONCEPTS</u></p> <ul style="list-style-type: none">Terminology/general vocabulary, clarity of expression, gestures, poise, logicAuditory, discrimination, recognize opinions, concentrationVisual analysis, describing, detail and inference

144

(TASK STATEMENT) Participate in parent conferences

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Notebook Writing supplies</p>	<p>Select place for conference Greet parent and escort to conference room State purpose for conference Participate in discussion Close discussion Record results in child's record</p>	
<p><u>DECISIONS</u></p> <p>Determine when conference is to be held Determine when conference is to be terminated Determine remarks of value to be placed in child's record</p>	<p><u>CUES</u></p> <p>Good impression Child's needs</p>	<p><u>ERRORS</u></p> <p>Angry parent Hostility</p>

ASK STATEMENT) Participate in parent conferences

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Exhibit capacity to listen openly and attentively (without bias) in communication process Maintain capacity to foster trust, confidentiality and integrity Exhibit qualities of self-confidence, self-control, self-reliance, and adaptability Capacity to maintain open-mindedness and composure in the far seemingly different, eccentric or clashing values, expressed behaviorally or verbally 	
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking</p> <p>Writing</p> <p>Listening</p> <p>Viewing</p>	<p><u>EXAMPLES</u></p> <p>Discuss observations</p> <p>Note-taking</p> <p>Questions/discussions</p> <p>Observe reactions</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, clarity of expression, poise</p> <p>Penmanship, spelling, terminology</p> <p>Recognize opinions, concentration</p> <p>Visual analysis, memory describing</p>

(TASK STATEMENT) Contact parents in emergency or illness

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Telephone</p> <p>Child's personal record</p>	<p>Refer to child's personal record</p> <p>Select appropriate location</p> <p>Make telephone call</p> <p>Relax and console parent</p> <p>Give parent necessary information</p> <p>Close conversation, complying with parent's request</p>	
<p><u>DECISIONS</u></p> <p>Determine what should be said to parent</p>	<p><u>CUES</u></p> <p>Inadequate records</p> <p>Parent's attitude</p>	<p><u>ERRORS</u></p> <p>Inability to locate parents</p> <p>Inferiority complex</p>

ASK STATEMENT) Contact parents in emergency or illness

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral:</p> <ul style="list-style-type: none"> Exhibit qualities of tact, poise, consideration, and graciousness Maintain capacity to foster confidentiality Grant appropriate regard for parent's unique needs Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables 	<p>Set of real numbers: Whole numbers</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking</p> <p>Reading</p> <p>Listening</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Clarity of expression, logic, poise, general vocabulary</p> <p>Comprehension, speed/clarity, terminology</p> <p>Discriminate facts from non-facts, concentrate</p>

(TASK STATEMENT) Write communications to parents

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Stationary Eraser Stamps Typewriter List of parents and addresses</p>	<p>Construct letter Give to director for approval Type letters Address envelopes Put letters into envelopes Attach stamp and mail</p>	<p>Safety: Proper sealing of envelope Hazard: Paper cuts</p>
<p><u>DECISIONS</u> Determine clarity of letter Determine correct folding of letter Determine number and cost of stamp</p>	<p><u>CUES</u> Correct addresses</p>	<p><u>ERRORS</u> Non-delivery</p>

ASK STATEMENT) Write communications to parents

TASK STATEMENT: Write communications to parents		SCIENCE	MATH - NUMBER SYSTEMS
General: Work input, work output, friction and efficiency in simple machines Behavioral: Distribute personnel with regard to leadership qualities and experiences for optimum team performances Maintain conscious awareness of qualities basic to optimal mental performance, Attention, concentration, mental quietude, and organization		Set of real numbers: Whole numbers Uses of numbers: (without calculations) Counting	
COMMUNICATIONS			
<u>PERFORMANCE MODES</u> Writing Reading		<u>EXAMPLES</u> Letter writing Comprehend recorded information	<u>SKILLS/CONCEPTS</u> Penmanship, spelling, terminology, clarity of expression Comprehension, speed